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ABSTRACT

A description is given of the state-mandated Kentucky Beginning Teacher Internship Program. Upon successful completion of a teacher education program and passing required tests, a teacher candidate is issued a certificate of eligibility that is valid for one year, and in the course of the next four years must successfully complete a year of internship. Once the intern has secured employment in a school, a beginning teacher committee is formed. This committee consists of a resource teacher, the school principal where the intern is employed, and a teacher educator from a local or regional teacher education program. A description is given of the roles and duties of each of these committee members. The principal is generally the person who organizes the administrative tasks of the committee. The teacher educator serves as the link to the teacher training program and the literature on teaching, and also serves as a channel of feedback to the teacher training program. The resource teacher is the primary mentor who is there daily for the intern to use as a resource. An evaluation of the success of the program includes findings from questionnaires to all participants on their reactions to the program. A copy of the summative observation instrument used in the survey is appended. (JD)

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# THE KENTUCKY BEGINNING TEACHER INTERNSHIP PROGRAM:

# A PRELIMINARY EVALUATION

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Murray State University

Presented at the
National Council of States on Inservice Education
Annual Conference

New Orleans, 1988

SP 031 613

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Introduction

The wave of educational reform that has swept over the nation in the past few years has been enacted in different ways from state to state. There does seem to be a common thread, however, in teacher preparation. Many states have raised standards for entry into teacher education programs and many have provisions that call for higher levels of performance before a person is certified to teach.

Certification standards in most states have been revised to reflect the mandates passed by state legislatures. Why the need for such wide-sweeping change? There are many reasons, to be sure, but the role of the United States in the international community and the focus on competition among nations naturally must include their educational systems. The "Effective Schools" research evolved out of this international competition with the launching of Sputnik in 1957 and the reforms that have been effected since recognize the teacher as the heart of our educational process.

Kentucky has played its part in the reform movement in ways similar to other states in that the impetus has come largely from the legislative process. Teacher education in Kentucky has been a focal target. Standards for entry into teaching programs have been raised; performance for successful completion of such programs is now at a higher level and an internship requirement has been added. Enacted by legislative mandate in 1984 (Kentucky Revised Statutes, 161.030), the Kentucky Beginning Teacher Internship Program actually became effective on January 1, 1985. The legislation called for the successful completion of appropriate written tests prior to certification. Such tests are to measure communication skills, general knowledge, profes-

sional education concepts and knowledge in the specific field of the applicant. The National Teacher Exam has been selected to do this. The legislation also calls for the test to measure those concepts, ideas and facts which are being taught in the teacher education programs in Kentucky.

The Kentucky Beginning Teacher Internship Program

Upon successful completion of a teacher education program and the test, a candidate is issued a certificate of eligibility that is valid for 1 year. During the next four years after receiving the certificate of eligibility, the candidate must successfully complete a one year internship. If not completed within these four years eligibility must be re-established according to the standards in effect at that time.

To complete the internship, the candidate must secure a teaching job. Once employment as a teacher has been secured, a beginning teacher committee must be formed. This committee consists of a resource teacher, the school principal where the intern is employed, and a teacher educator from a local or regional teacher education program. The intern has all rights and privileges of a first year teacher and if successful the first year, two things happen: a provisional teaching certificate is issued by the state for four additional years, and the internship year counts as experience towards continuing contract status (tenure) and as a year on the pay scale. The beginning teacher committee plays an important role during the internship year.

The resource teacher who is the most critical member of the committee is appointed by the State Department of Education. In most cases this person will teach in the school where the intern is, however, if there is no qualified resource teacher available in that building, the State Board will appoint one from another school in the district and if one is not available in the district, the resource teacher will be appointed from the statewide pool.

Resource teachers must successfully complete training provided by the State, hold a Master's degree or show evidence of continuing professional development, and have completed four years of successful teaching experience or achieved tenure. Selection of resource teachers takes into account the need for the resource teacher to hold certification in the same field or area as the intern.

Each member of the beginning teacher committee has certain specified roles to play in the program. Figure 1 gives an outline of the roles and duties for each of the three committee members.

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FIGURE 1 HERE

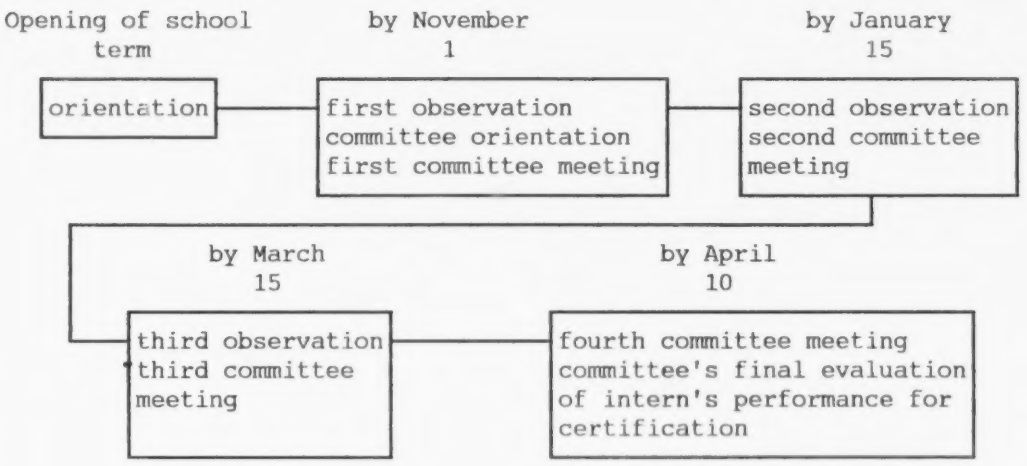
While all committee members provide support and helpful feedback to the intern, each member has a broad role beyond these which is held in common. The principal is generally the person who organizes the administrative tasks of the committee. The teacher educator serves as the link to the teacher training program and the literature on teaching. He/she also serves as a channel of feedback to the teacher training program from the "real world" in the schools. The resource teacher serves as the primary mentor who is there daily for the intern to use as a resource.

A carefully outlined timetable is followed by the internship committee. The timetable assures that the process begins early in the year and is spaced appropriately during the year. It also assures that a final decision on the committee's recommendation for or against certification is made well before the end of the school year. The recommendation alternatives from which the committee may choose are: 1) to recommend for certification, 2) to not recommend for certification, or 3) to recommend a second year of internship. Figure 2 provides an overview of the yearly process.

FIGURE 1.
Roles and Duties of Internship Committee Members

| Role | Duties |
|---|---|
| Principal | ... serve as chairman of the internship committee<br>... convene the committee and keep all records to be filed with the State Department of Education<br>... ensure all procedures are followed properly<br>... observe the intern's teaching and participate actively as a committee member<br>... inform the superintendent, intern, and State Department of Education of the committee's final evaluation concerning certification |
| Resource Teacher | ... serve as model and mentor<br>... spend a minimum of 20 hours in the intern's classroom during the school year observing the intern's teaching<br>... spend a minimum of 50 hours outside of class working with the intern on areas such as the following: planning, resources, testing, classroom management, parent conferencing, instructional activities, etc.<br>... report to the internship committee the progress and/or problems observed |
| Teacher Educator | ... function as a resource person for internship committee and the intern especially in matters of educational theory and research<br>active member of the internship committee<br>... relate the intern's teaching performance to the teacher preparation program.<br>... utilize information from the internship experience and school practitioner contact to provide feedback to the teacher preparation program (this should always provide confidentiality for the intern) |

FIGURE 2.
Schedule of Internship Activities




Preliminary evaluation of the Kentucky Beginning Teacher Internship Program has provided encouraging results. There may be disagreement as to the logistics and management of the program, but few people deny the need for such an induction. While problems exist, much information has been gained causing a ripple effect throughout the entire school system from early childhood through higher education.

During the 1987-88 academic year data were gathered from interns in the west Kentucky region. Preliminary information was gathered in September of 1987, but most of the data were gathered in March and April of 1988. A questionnaire was mailed to each of the interns with a postage paid return envelope. Fifty-nine of the 91 interns or 65 percent returned the questionnaire. All data are self-reported and selected portions of that information are reported in this paper.

FIGURE 3.
Intern Questionnaire Responses

| | | |
|---|---|---|
| As a first year teacher have you found the internship program helpful? | Yes | - 45 |
| | No | - 14 |
| Rank order the people who have helped you the most this year. | Resource Teacher | - 36 |
| | Principal | - 9 |
| | Fellow Teachers | - 9 |
| | Teacher Educator | - 3 |
| | Assistant Principal | - 1 |
| | Guidance Counselor | - 1 |

A substantial majority of interns reported the internship to be helpful. The following comments are typical of those who viewed the internship as a positive experience:

-"I feel the extra support and input is very helpful. I did not feel like I was imposing by asking questions or for help because a person was there who was supposed to help."

-"The advice and help that I receive from my committee are a great asset to my first year of teaching."

-"Having someone to ask, "What do I do when...?" is like a child having a security blanket!"

-"Very much -- It has given me the confidence I lacked to handle my job."

Those who did not think the internship program was helpful made comments such as:

-"I think the program disrupted too many routines. (i.e.: principals, resource teacher, teacher educator and my own classroom). The students were uncomfortable having someone observing."

-"I have substituted at a parochial school for 1 year in subject areas that were not my major and I always received plenty of assistance and help from my fellow teachers and principals. I feel this time should be counted on my internship year since I have not been able to find a teaching position in my major."

-"It would have been more helpful if my resource teacher had been assigned before school started so that she could have worked with me for a few days at the beginning of school."

-"It was helpful to some extent. I feel that 70 hours are too many. I feel it would be much more beneficial if teacher assignments were made before the school year begins."

At this point it seems the interns' greatest concern about the internship program deals with the issue that the State Department of Education sometimes has not assigned a resource teacher until a few weeks after school has begun. In other cases the teacher which is assigned does not teach in the same building making it very difficult to work closely together.

Other concerns involve the complaint that spending 50 hours with the resource teacher outside of the classroom is sometimes very burdensome. Those teachers who have worked extensively as substitute teachers or perhaps even taught full-time previously often feel they do not need to go through the internship program. The Kentucky program requires teachers who are teaching in the State for the first time to participate in the intern program if they have taught fewer than two years outside the State. These are certainly legitimate points of view and the intern program may be revised at some future date to address some of these issues.

The interns were also asked how well prepared they felt in different realms of teaching. Figure 4 summarizes their responses.

FIGURE 4.
How Well Prepared Interns Felt in Specific Areas of Teaching

| | Mean Response |
|---|---|
| Subject Matter | 4.24* |
| Communication Skills | 4.12 |
| Assuming the Professional Role of a Teacher | 4.12 |
| Relationship with Other Teachers | 4.00 |
| Instructional Planning | 3.93 |
| Relationships with Supervisors | 3.86 |
| Questioning/Discussion | 3.85 |
| Teaching Strategies | 3.82 |
| Assigning Homework/Seatwork | 3.78 |
| Use of Materials/Audio-Visuals | 3.66 |
| Motivation Strategies | 3.64 |
| Managing Time | 3.63 |
| Assessment/Grading | 3.51 |
| Working with Students of Diverse Abilities | 3.48 |
| Developmental Levels of Students | 3.46 |
| Classroom Management | 3.44 |
| Relationships with Parents | 3.22 |

*5 Point Likert Scale
1 - Not at all well prepared
5 - Very well prepared

The means of all responses were above the midpoint (3) of the 5-point Likert Scale. Classroom management is frequently mentioned as a problem by teachers, and it was, therefore, not unexpected that it would be an area of lower confidence. The interns' relationship with students' parents was not expected to be the area in which interns felt the least prepared, although it is probably not dealt with to any extent in teacher preparation programs.

Another finding which is notable has to do with the teacher's sense of self-efficacy. Self-efficacy is the attitudes that a person holds regarding his/her evaluation of the extent that he/she has the capability to make a

difference in specific outcomes. Put another way, self-efficacy in teaching is the teacher's beliefs regarding whether he/she can have an impact on the students.

When interns who thought the internship program was helpful were compared with those who thought it was not helpful on a simple measure of teacher efficacy (See Appendix A) those who found the internship helpful scored consistently higher in self-efficacy. It is possible that one group had a higher sense of self-efficacy before they began teaching, however, it is also possible that the positive experience they had in the internship program led to an enhanced sense of self-efficacy. Resolving this intriguing finding awaits further study.

Finally, the first year teacher interns were asked to give an overall evaluation regarding their career choice as a teacher at a point late in their first year of teaching. Eighty-eight percent of the comments were judged to be very positive stating they clearly believed they had made the correct career choice in becoming a teacher. Six percent indicated they still had mixed feelings about their career choice and frequently mentioned the low salaries. Six percent of the sample stated that they clearly felt they had made a bad choice and would not be happy teaching.

It is interesting to note that of those who felt they had made the wrong career choice, all but one person indicated the internship was not valuable. All but that same individual reported feeling much less well prepared and a much lower sense of self-efficacy than the other interns. This dissatisfied group also did not indicate that the resource teacher was very helpful to them either.

With the limited data available from a sample of first year teachers during just one year, a high degree of caution must be used in inferences

drawn from these data. It is, however, very thought provoking and indicates the need for further study.

While these preliminary findings provide very worthwhile information and pose the need for additional clarification, the internship program appears to be very successful. It is clear that the program is being very helpful to many interns, but there have been many secondary or ripple effects for other individuals.

The ripple effect of the program [redacted] has created an awareness of the need for change at all levels. School principals, while decrying the crunch on their time, have nonetheless found time to perform their duties as a member of the beginning teacher committee. The training principals have received for the internship program has had a multiple effect in that teacher evaluation has become much more specific and instructional improvement seems to be more in line with the principal's duties as instructional leader. (The principal is defined in Kentucky as a person who spends 50% or more of his time in improving instruction.) Principals are more visible in the classrooms and their in-service training has much more focus on improving instruction. Teaching certificates are now issued for a period of five years instead of the previous ten and certificate renewal is mandatory. Also, certification for all leadership certificates has become more rigorous and focused on the instructional process.

Higher education has been affected, too. Higher education personnel who serve on the beginning teacher committees have gone through the prescribed training along with the resource teachers and principals. Comments from those higher education faculty have verified changes in their own teaching methods as a result of the exposure to the body of research undergirding the training. This has a monumental effect in that many of the higher education personnel

working in the program come from disciplines outside colleges of education. Each discipline in which the state offers teacher certification is represented on the whole and a close working relationship between these various disciplines has effected a pleasant change. Additionally, higher education personnel are more involved and linked with the public schools than previously. The most impressive gain, however, may be the focused priority that has been placed on the education of teachers not as the sole responsibility of colleges of education but as a partnership arrangement between the liberal arts, sciences and education.

The impact of the reform movement of which the internship program is a part has been reflected in other ways. Legislation has been passed concerning school leadership certificates that has called for a complete revamping of the preparation programs. A new internship has been instituted for school administrators in their first year. The new tri-level certification of teachers specifies preparation in grades K-4 as early elementary certification, and grades 5-8 as middle school certification and grades 9-12 as high school certification. Administrative certificates are now being issued along the same grade level structure and teaching experience at the level for which the certificate is sought is a prerequisite for entering the preparation program. In addition, legislation requiring administrators to update their skills through inservice has been enacted. Every two years forty-two hours of approved training must be accumulated or the administrator faces the possibility of certificate elapse. This training must be submitted for approval by the state board of education prior to any training being conducted.

Finally, many teachers in the public schools have heard about the teacher internship program and have expressed their interest. They have asked school districts to include inservice education on the teaching knowledge base on

which the internship is based. It appears that the internship program may have had some impact on fellow teachers of the interns besides the resource teachers themselves.

The Kentucky Beginning Teacher Internship Program is still in an early stage which will continue to undergo revision. It is safe to conclude that the program has had many benefits, including some beyond those which were anticipated. It appears to be a substantial step forward for education in the state, and the benefits will continue to accrue as the program develops.

APPENDIX A

References

Appendix A

Armor, D., Conry-Osequera, P., Cox, M., King, N., McDonnel, L., Pascal, A., Pauly E., & Zellman, G. (1976). Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools. ( Report No. R-2007-LAUSD). Santa Monica, CA.: The Rand Corporation. (ERIC Document Reproduction Service No. ED 130 243)

Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1976) Federal Programs Supporting Educational Change. Vol. 7: Factors Affecting Implementation and Continuation. Santa Monica, CA: The Rand Corporation. (ERIC Document Reproduction Service No. ED 140 432)

APPENDIX B

Summative Observation Instrument

## SUMMATIVE OBSERVATION INSTRUMENT

**Florida Performance Measurement System**
**Coalition for the Development of a Performance Evaluation System**
**Office of Teacher Education, Certification and Inservice Staff Development**
**Tallahassee, Florida**

The summative instrument is designed to record effective and ineffective observable indicators of teacher behavior in five research-based domains of effective teaching identified by the Coalition for the Development of a Performance Evaluation System. The indicators included in this instrument are representative of Domains 2.0 Management of Student Conduct, 3.0 Instructional Organization and Development, 4.0 Presentation of Subject Matter, 5.0 Communication: Verbal and Nonverbal, and 6.0 Testing: Student Preparation, Administration and Feedback.

Domain 6.0 behavior may be observed throughout Domains 2.0 - 5.0. Although Domain 6.0 items are not listed separately on the summative instrument, code indicators as they are observed in Domains 2.0 - 5.0 while the teacher is preparing the students, administering tests, or giving feedback on tests.

**DIRECTIONS:**

All of the instruction format and frame factor information on the instrument must be complete to constitute a valid observation.

Observe and code the entire lesson from beginning to end (minimum of a SIXTY MINUTE observation).

Check the time the observation begins and ends and record the length of the observation under the frame factor.

Do not observe lessons for summative purposes in which testing comprises more than 15% of the time.

School _____ School number _____

District _____ District number _____

Observers Signature _____

Date of observation _____ Time ☐ AM ☐ PM

Teacher's Signature _____



## INSTRUCTION FORMAT/FRAME FACTORS

Teacher's Name _____
(PRINT) (last) (first) (middle)

Teacher's SS # ___ ___ ___ ___ ___ ___ ___ ___ ___ DOE # _____

Observer's Name _____
(PRINT) (last) (first) (middle)

Length of Observation in minutes _____

**1. Circle the method(s) used in the observed lesson**

1. Lecture
2. Discussion, Recitation, Interaction
3. Independent study or work
4. Combination of 1 and 2 (lecture, Discussion, etc)
5. Combination of 1 and 3
6. Combination of 2 and 3
7. Combination of all

**2. Circle the Subject Area Observed**

1. Language Arts or Social Sciences
2. Math or Science
3. Physical Education or ROTC
4. Business Education, Industrial, DCT, etc.
5. Home Economics, art
6. Special Education
7. Other (specify) _____

**3. Circle the type of classroom in which the observation occurred.**

1. Self-contained (class having one teacher, including labs and resource rooms)
2. Field or court
3. Media room or library
4. Open classroom or POD
5. Other (specify) _____

**4-10. Complete the information required in the following items**

4. _____ Grade level
5. _____ Total number of students in class
6. _____ Number of students in upper 25% academically
7. _____ Number of students in lower 25% academically
8. _____ Number of students of lower 25% socio economic status
9. _____ Number of students having a learning disability
10. _____ Teacher's number of complete years teaching experience

FLORIDA PERFORMANCE MEASUREMENT SYSTEM
SUMMATIVE OBSERVATION INSTRUMENT

| DOMAIN | LEFT | | FREQUENCY | FREQUENCY | RIGHT |
|---|---|---|---|---|---|
| 3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT | 1. Begins instruction promptly | | | | Delays |
| | 2. handles materials in an orderly manner | | | | Does not organize or handle materials systematically |
| | 3 Orients students to classwork/maintains academic focus | | | | Allows talk/activity unrelated to subject |
| | 4. Conducts beginning/ending review | | | | |
| | 5. Questions: academic comprehension/ lesson development | asks single factual (Dom.5.0) | | | Poses multiple questions asked as one, unison response |
| | | requires analysis/reasons | | | Poses non-academic questions/non-academic procedural questions |
| | 6. Recognizes response/amplifies/gives corrective feedback | | | | Ignores student or response/expresses sarcasm, disgust, harshness |
| | 7. Gives specific academic praise | | | | Uses general, non-specific praise |
| | 8. Provides for practice | | | | Extends discourse, changes topic with no practice |
| | 9. Gives directions/assigns/checks comprehension of homework, seatwork assignment/gives feedback | | | | Gives inadequate directions/no homework/no feedback |
| | 10. Circulates and assists students | | | | Remains at desk/circulates inadequately |
| 4.0 PRESENTATION OF SUBJECT MATTER | 11. Treats concept--definition/attributes/examp/non-examples | | | | Gives definition or examples only |
| | 12. Discusses cause-effect/uses link.words/app.law or princ. | | | | Discusses either cause or effect only/uses no linking words |
| | 13. States and applies academic rule | | | | Does not state or does not apply academic rule |
| | 14. Develops criteria and evidence for value judgment | | | | States value judgment with no criteria or evidence |
| 5.0 COMMUNICATION VERBAL AND NONVERBAL | 15. Emphasizes important points | | | | |
| | 16. Expresses enthusiasm verbally/challenges students | | | | |
| | 17. | | | | Uses vague/scrambled discourse |
| | 18. | | | | Uses loud-grating, high-pitched, monotone, inaudible talk |
| | 19. Uses body behavior that shows interest--smiles, gestures | | | | Frowns, deadpan or lethargic |
| 2.0 MGT. of STD. Conduct | 20. Stops misconduct | | | | Delays desist/doesn't stop misconduct/desists punitively |
| | 21. Maintains instructional momentum | | | | Loses momentum-fragments non-academic directions, overdwells |

APPENDIX C

Internship Survey

Internship Survey
Murray State University

This survey is part of a project which MSU is conducting on the teacher internship program. It will help us to better understand the first year of teaching and how to improve the training of teachers. Your assistance will help future teachers. Thanks for your help.

From which college did you receive your your provisional certification? Murray State_____ Other college_____

1.During this year, how well prepared have you felt in the areas listed below? (Please circle the appropriate number for your response.)

| | Not at all well prepared | | | | | very well prepared |
|---|---|---|---|---|---|---|
| a.Your subject matter | 1 | 2 | 3 | 4 | 5 | |
| b.Teaching strategies | 1 | 2 | 3 | 4 | 5 | |
| c.Classroom management/discipline | 1 | 2 | 3 | 4 | 5 | |
| d.Assessment/grading | 1 | 2 | 3 | 4 | 5 | |
| e.Instructional planning | 1 | 2 | 3 | 4 | 5 | |
| f.Assigning homework/seatwork | 1 | 2 | 3 | 4 | 5 | |
| g.Questioning/Discussion | 1 | 2 | 3 | 4 | 5 | |
| h.Use of materials/Audio-visuals | 1 | 2 | 3 | 4 | 5 | |
| i.Communication skills | 1 | 2 | 3 | 4 | 5 | |
| j.Motivation strategies | 1 | 2 | 3 | 4 | 5 | |
| k.Managing your time | 1 | 2 | 3 | 4 | 5 | |
| l.Your relationships with parents | 1 | 2 | 3 | 4 | 5 | |
| m.Your relationships with supervisors | 1 | 2 | 3 | 4 | 5 | |
| n.Relationships with other teachers | 1 | 2 | 3 | 4 | 5 | |
| o.Working with students of diverse abilities | 1 | 2 | 3 | 4 | 5 | |
| p.Developmental levels of your students | 1 | 2 | 3 | 4 | 5 | |
| q.Assuming the professional role of a teacher | 1 | 2 | 3 | 4 | 5 | |

2.As a first year teacher, have you found the internship program helpful? Yes_____ No_____Please explain.

3.Please rank order those people who have helped you the most this year. (eg. principal,resource teacher,teacher educator)
a.

b.

c.

4.Please rank order your primary concerns as a teacher at this time?
a.

b.

c.

5.What have been the rewarding parts of your job this year?

6.If you have had frustrations this year, please list them.

7.What will you do differently next year now that you will have had a year of experience?

8.How has this year of teaching been different from your student teaching experience?

9.What "words of wisdom" would you have now for a person just ready to begin his/her teaching?

10.Did you begin college enrolled in a teacher education program?
Yes_____No _____ If not, what was your major when you began college?

Please circle your response to the following 2 questions.

11.When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| strongly agree | agree | neither agree nor disagree | disagree | strongly disagree |

12.If I really try hard, I can get through to even the most difficult or unmotivated students.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| strongly agree | agree | neither agree nor disagree | disagree | strongly disagree |

13.What were the most valuable college courses and/or experiences in preparing you to teach?

14.What suggestions do you have to improve teacher education programs so that teacher education graduates will be better prepared when they begin their careers as teachers?

Thanks again for your help, and good luck in your teaching career!

APPENDIX D

Kentucky Beginning Internship Program Checklist

# BEGINNING TEACHER COMMITTEE

## KENTUCKY BEGINNING INTERNSHIP PROGRAM

Checklist for the First Committee Meeting: to be held by November 1

Date _____ Place _____ Time _____

Name of Intern _____

Intern Subject/Grade _____

Committee Members: Principal _____
Telephone _____

Resource Teacher _____
Telephone _____

Teacher Educator/
Instructional Supervisor _____
Telephone _____

NOTE: If intern is unable to join the meeting or if all members are not present, the meeting MUST be rescheduled.

### Topics Covered

_____ Prior to the arrival of the intern: consensus regarding observation data and suggestions for improvement.

When the intern is present:

_____ Introductions, exchange of helpful information

_____ Review of processes and meterials used for observations

_____ Expectations of each committee member for the intern

_____ Contents of the portfolio to be collected by the intern for committee review:

_____ Concerns, problems of the intern and/or the committee about the internship:

_____ Other:

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You are advised to complete this sheet and file it with other internship materials for you own reference. Bring it and other committee notes/materials to each meeting. All committee meetings are confidential and should not be shared with anyone other than the intern and members of the committee.

The Department of Education will gratefully consider recommendations for changing this form.

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KDE/MIC Approved
3210-903